**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 4th** | | | **Date(s)**: |
| **Unit Title:**  Unit 1-Understand Place Value for Multi-Digit Numbers | | | | **Corresponding Unit Task:**  Task Three | | |
| **Essential Question(s):** Why is place value important to rounding multi-digit numbers? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Marker board, marker, 3 copies of digits 0-9 in a bag cut up separately, mini assessment check** | | **Student:**  **Paper, pencil** | | | **Place value, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, number value, rule of rounding, generalize,reason,answer** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.** | | | | | |
| **I Can Statement(s): I can explain my answer when I round a number.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Why, when we talk about the prices of merchandise due we round the price? Ex: My new purse was $30(actually $28). The computer game I want is $60. It’s easy to round the price and simple for everyone to understand it and relate to it. We round other things as well. Ex: I weigh about 100 lbs, not I weigh 96.7 lbs. Can you think of other numbers we might round? Ex: How many pieces of construction paper we need for a project. | | | | | |
| **Teacher Directed:** Put problem on the board. I want a bicycle that costs $76. Display number line 70 to 80. Point out 75. Where does 76 fall. How do we know to round to 80. It is closer to 80 than 70. Explain when something falls in the middle. Number line 900 to 910. What if the number is 905? | | | | | |
| **Guided Practice:** Chant the place values ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions and label them on a chart. Practice reading numbers. Draw single number(s) from a bag and place it in a value. Ex: 3 in the ones, 9 in the tens, 8 in the hundreds. Chant the number, 893. Ask them to round it to the ones place, 890 and round to the hundreds place, 900. Repeat with other numbers, large and small. | | | | | |
| **Independent Practice:** Now rapidly pull numbers from the bag and let kids round on to a designated place value on paper. Stop every five numbers and explain to a partner your answers. Teacher circulates. Go over as a class. Aim to do 20 together. | | | | | |
| **Closing/Summarizing Strategy: Rounding numbers correctly will help you solve problems your whole life, not just in math class but at the grocery store and in your future job.** Hand out mini assessment check on a half sheet of paper. Include an open ended question, like Why do we round numbers? Plus several rounding problems. Check later to see who is on the right track and kids that need remediation can practice with you in a small group while others are at centers. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Make up estimation problems that involve rounding numbers to the nearest thousand, ten thousand, and hundred thousand. Exchange papers with a classmate. | | | Play a rounding game on the computer. Develop number value sense by comparing numbers. Ex: which is larger 853 or 535? | | | Use manipulatives to see the value of ones, tens, and hundreds, Practice writing a number on a board when you say it aloud. |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |